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| **Name:** | | Molly Zeins (mollyzeins@gmail.com) | | | **Date:** | | Wednesday November 3, 2010 | | | | |
| **Lesson:** | | 2.01 Bill of Rights Introduction | | | **Subject:** | | American Government | | | | |
| **VSC:** | | 1.1.1 i. Identify the rights in the **Bill of Rights** and how they protect individuals and limit the power of government | | | | | | | | | |
| **Objective:** | | Students will be able to analyze key elements of the Bill of Rights and examine how they limit government and protect the rights of citizens by completing a graphic organizer and scenario evaluation. | | | | | | | | | |
| **Agenda:** | | | | **Key Terms:** | | | | | **Materials:** | | |
| 1. Door Greetings 2. Call to Order 3. HW Stamp 4. Cornell Notes 5. Scenario Evaluations 6. Closure/Homework | | | | * Bill of Rights Amendment * Freedom of Speech * Due Process * Search and Seizure * Cruel and Unusual * Federalism | | | | | * Power Point * Scenario Evaluation * LCD projector * Bill of Rights cheat sheet | | |
| **Call To Order: (5 minutes)** | | | | | | | | | | **Accommodations:** | |
| Students will be greeted at the door, take returned work, retrieve their notebooks and sit in their assigned seats. Students will begin the call to order which is posted on the board:  *Imagine that you’re sitting with your friends in a crowded movie theatre watching a movie when, suddenly, someone yells out “BOMB!”*  *What sort of problems could this cause?*  Teacher will thank students for their hard work on the test, reteaching, and corrections that were assigned from Monday. | | | | | | | | | | Seating is determined by reading level, behavioral capability, and interpersonal skills.  Verbatim reading of all instructions will be provided for all students.  KT, DB, DM, CJ, CB, CB, DJ, EA, CR, TF, AJ, | |
| **Preview of Unit II: (15 minutes)** | | | | | | | | | | | |
| Teacher will deliver a preview of material for Unit II, which we are now embarking on. Teacher will have students stand up and form a line next to a strip of masking tape on the floor. The teacher will read a question and will have students step on the line if they would answer yes to the question. This will give students a glimpse of some of the questions that we will cover in the following unit.  **Questions:**   1. Is it legal to shout bomb in a crowded place? 2. Is it legal for principals to punish students for what they say in schools? 3. Can students protest or express themselves in school? 4. Do police need a warrant to search students on school grounds? 5. Do police need a warrant to search your home? 6. If police see something on the floor of your home when you open the door, do they still need a warrant to enter? 7. Do the police have to read you your rights in order to arrest you? 8. Does the court have to provide you with a lawyer if you can’t afford one? 9. Can the government just take your property at any time? 10. Can the government keep you in jail without a date for your trial?   The teacher will allow time for students to step on the line and then the teacher will debrief each. | | | | | | | | | | |  |
| **Introduction to New Material: (20 minutes)** | | | | | | | | | | | |
| ***Procedure:*** | | | | | | ***Notebook Product:*** | | | | | Visual cues and graphic organizers will be provided for students. |
| The teacher will instruct the students on the Bill of Rights and the protections that it provides to US citizens through direct instruction on a powerpoint presentation using Cornell Notes and a Bill of rights cheat sheet.  The teacher will use short videos that illustrate the protections that are provided under the Bill of Rights, with greatest emphasis placed on the Amendments in **BOLD** below.  **1, Freedom of Speech, religion, press, assembly**  **2. Right to bear arms**  3. No forced quartering of troops  **4. No illegal search and seizure**  **5. Due process, no self-incrimination, no double jeopardy**  **6. Right to a fair and speedy trial**  7. Right to a jury trial in cases over $20  **8. No cruel and unusual punishment**  9. The rights of citizens are not limited to those listed in the Constitution  10. The powers not expressly given to the National gov’t reside with the states. | | | | | | Students will complete their call to order in their notebook. Students will write their notes in Cornell style in their notebooks. | | | | |
| **Guided Practice: (20 minutes)** | | | | | | | | | | | |
| The teacher will distribute whiteboards and markers to the students.  The teacher will put up visuals on the projector that demonstrate the protection of a specific amendment and the students will be given the task of interpreting the visual in order to determine which amendment the visual is referring to.  The students will then hold up the number of fingers that goes with each amendment to check for understanding at the identification/application level. | | | | | | | | | | | Graphic organizers are provided for all students during the activity. |
| **Independent Practice: (30 minutes)** | | | | | | | | | | | |
| Teacher will distribute the Bill of Rights scenario evaluations to the students.  The assessment consists of the following elements:   * Term/definition matching * Scenario identification and evaluation * Image creation   The teacher will model the manner by which to complete the first scenario with the class. The class will then have approximately 20-25 minutes to complete the remainder of the handout individually.  Students will be allowed to use their notes, texts, groups, or consult the teacher for help. However, each student is responsible for turning in his/her own sheet at the close of class.  The teacher will collect the handout at the close of class and it will be graded for a classwork grade. | | | | | | | | | | | Multiple intelligences approach will be used to encourage students to express their understanding of the Bill of Rights and its protections through a variety of mediums. |
| **Closure:** | | | | | | | | | | | |
| Teacher will explain to the students that they will be focusing on the 1st Amendment and it’s protections for freedom of speech for the rest of the week. The class will have a quiz on Friday regarding these protections. | | | | | | | | | | |  |
| **Homework:** | | | | | | | | | | | |
| First Amendment: Texas v. Johnson Supreme Court Case Study  Students will examine the concept of “symbolic speech” and the constitutional limits of free speech by examining the Supreme Court case that upheld flag-burning as protected speech. | | | | | | | | | | |  |
| **Assessment:** | | | | | | | | | | | |
| Students will be assessed based on their exit ticket (out of 30 possible points). | | | | | | | | | | |  |
| **Rigor:** | | | **Engagement:** | | | | | **Intervention:** | | | |
| The students will be asked to identify and evaluate the protections of the Bill of Rights in a variety of scenarios. They will also qualitatively evaluate each amendment in order to determine which is “most important” in a democracy. | | | Students will have the opportunity to engage in an multiple intelligences styled evaluation that will allow them to express their understanding through a variety of media.  The teacher will also use a multimedia approach in order to foster a real-world connection to the material. | | | | | The exit slip will be reviewed for clarification tomorrow when it is redistributed to the class. It will be used as a formative assessment on students’ basis understanding of the protections guaranteed by the Bill of Rights, each of which will be further expanded on through later instruction. | | | |
| **Notes:** |  | | | | | | | | | | |